

It is the intention of the Music curriculum to ensure that all students have a broad Key Stage 3 experience and provide opportunities to perform, compose, listen and analyse music from around the world. We aim for all students to experience music from a range of genres to broaden their listening skills. Through the exploration of music including mediums of performance and composition, we want our students to be well-rounded critical, creative thinkers who develop a passion for the arts.

CURRICULUM INTENT

THRESHOLD CONCEPTS

TC1 Reading notation and understanding basic music theory to support students performance and composition.

TC2 Students recall key terminology that is then transferred in written and spoken contexts.


TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning.

TC4 Practical skills can be transferred positively between activities and other musical topics.

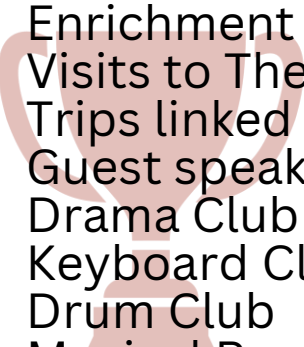
TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress.

TC6 Students can access techniques that will enable them to create original music.

SUPPORT AT HOME

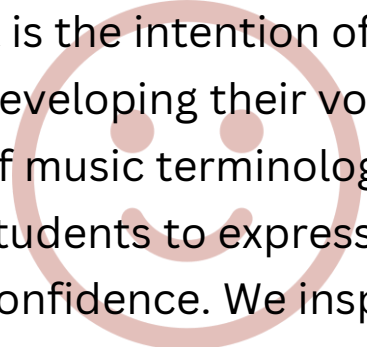
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- Encouraging your child to listen to music from a wide variety of genres
 - Exploring websites such as BBC bitesize
 - Supporting with home-work
 - Talking about music that you and other family members enjoy to
 - broaden students' understanding of music from different eras

ENRICHMENT



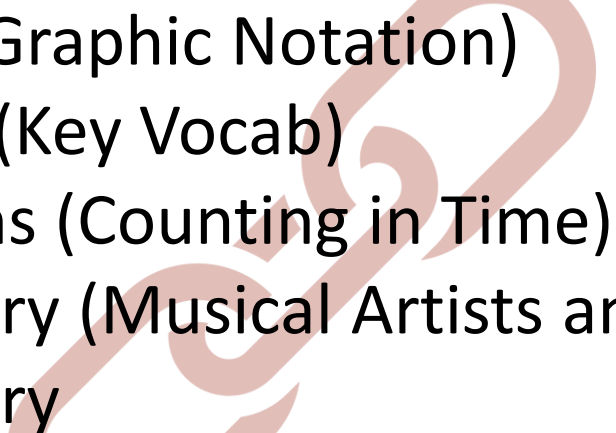
Enrichment opportunities:
Visits to Theatres
Trips linked to themes
Guest speakers and performers
Drama Club
Keyboard Club
Drum Club
Musical Production

PERSONAL DEVELOPMENT



It is the intention of the Music department to empower students by developing their vocabulary and modelling to them the correct use of music terminology. Through performance we aim to teach students to express themselves clearly and creatively with confidence. We inspire students to develop their social, emotional, moral and spiritual well being through performance.

CURRICULUM LINKS



Art (Graphic Notation)
MFL (Key Vocab)
Maths (Counting in Time)
History (Musical Artists and History)

CAREERS



Composers
Radio DJ
Teachers
Instrumentalist
Film Scorer
Researcher
Lecturer

Students are introduced to essential skills that underpin every topic throughout Key Stage 3.

Students will:

- P understand the basic musical elements
- P be able to define a musical element and use them when describing music
- P develop the skills needed to work and perform in small groups
- P develop the skills needed to be an audience member
- P embed definitions of musical elements through vocal/singing
- P develop literacy skills through learning new vocabulary
- P be able to analyse extracts of music and identify musical elements within them

- Understand and recognise the Elements of Music: PITCH,

TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or

SONORITY, ARTICULATION, SILENCE.

- Draw on the Elements of Music as a resource when

composing, creating and improvising and use the Elements of

Music effectively when performing and singing.

- Recognise the Elements of Music when listening to and

appraising music from different times and different places.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Pitch, Tempo, Dynamics (pp,

p, mp, mf, f, ff, cresc., dim., <

>), Duration, Texture, Timbre,

Sonority, Articulation,

Silence, Notation, Staff

Notation, Stave, Graphic

Notation, Graphic Score

READING SKILLS

Processes: NOTATION – How music is written

down. There are many ways in which music can

be written down and recorded. Pupils should be

familiar with STAFF NOTATION where music is

written down on a STAVE (5 lines and spaces)

and GRAPHIC NOTATION where music is written

down using shapes and symbols to represent

different sounds.

HALF TERM 2: RHYTHM AND PULSE

WHAT

Students will strengthen their knowledge of notation and put into practice knowledge and skills from HT1. Students will:

- P understand the difference between rhythm and pulse
- P understand different time signatures
- P be able to notate basic rhythmic patterns
- P be able to use the correct technique to play a percussion instrument
- P be able to compose a rhythmic pattern using a grid template
- P be able to compose polyphonic textures
- P be able to incorporate musical elements into performance/composition

WHY

Understand that pulse is a fundamental upon which music is built and performed. •

Develop a feeling for and an awareness of

a regular pulse in music from different

times and places. • Distinguish between

pulse/beat and rhythm. • Develop and

understanding of note values in terms of

duration, bars and simple time signatures.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Rhythm, Pulse, Beat,

Waltz, March, Time

Signature, Conducting,

Accent, Rhythm Grid

Notation, Semibreve,

Minim, Crotchet,

Quaver.

READING SKILLS

Research the views of various

art works that correlate to the

titles of Mussorgsky's

movements in his 'Pictures at

an Exhibition' such as gardens,

trumpets, promenades, castles,

witches, gnomes etc.

HALF TERM 1: KEYBOARD SKILLS

WHAT

Students will embed their understanding of musical elements by applying them practically to an instruments. Students will:

- P understand the functions of a keyboard
- P learn the correct technique needed to play the piano/keyboard
- P be able to connect reading notation to implementing it on an instrument
- P be able to practically demonstrate the musical elements
- P develop hand/eye coordination

WHY

- Understand how the classroom keyboard is used and played
 - Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm
 - Understand the importance of "warming-up" before playing a keyboard or piano and the concept of piano fingering (1-5)
 - Explore different keyboard instruments from different times and places.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces

READING SKILLS

Creating an in-depth research project on one keyboard instrument (e.g. harpsichord, organ, piano, accordion, synthesiser, clavichord, celesta etc.) containing pictures, information and how the instrument works. This could be presented to the rest of the class at the start of end of lessons.

HALF TERM 2: DRAMA SKILLS

WHAT

- Students will explore a different variety of performance styles to build their confidence through resilience. Students will:
 - P be able to develop a freeze frame
 - P be able to add narration to a performance
 - P be able to add thought tracking to show a character's internal thoughts
 - P take part in exercises/games to develop specific skills in performance

WHY

Learn about the layout and structure of a piece of acting and how a knowledge of the stage links to both drama and music.

- **Develop an understanding of musical jargon and subject specific knowledge.**

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Script, Characters, Freeze Frames, Acting, Teamwork, Book Musical, Jukebox Musical

READING SKILLS

Students will be able to explore different types of scripts with a variety of language from different time periods.

WHAT

WHY

HOW

VOCABULARY

READING SKILLS

Students will explore a variety of musical styles, genres and composers. Students will:

- understand how different forms in music help develop the structure of songs
- understand three different types of 'forms' in music (rondo, binary, ternary)
- understand how different forms in music sound on different instruments and how this relates to textures and timbres in music
- understand how key musical composers use form in their compositions
- be able to use question and answer phrases in their music and understand how they link to harmony

Understand what Form and Structure is in music.

Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music.

Recognise the differences between music based on different Forms and Structures.

Know how to label or identify different sections within a complete piece of music.

Recognise that music with a recurring or repeated section provides familiarity to the listener.

ASSESSMENT

Analysing peers, video clips and coaching each other.

Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback.

Success criteria will also be conveyed through modelling, digital stills & video recordings

Binary Form (AB), Ternary Form (ABA), Rondo Form (ABACADA...), Melody, Drone, Ostinato, Harmony, Treble Clef Pitch Notation.

FORM/STRUCTURE – How a piece of music is organised into different sections or parts.

PHRASE – A short section of music, like a “musical sentence”.

QUESTION AND ANSWER PHRASES – Two short sections within a larger/longer piece of music.

HALF TERM 2: SONORITY CITY

WHAT

WHY

HOW

VOCABULARY

READING SKILLS

Students will explore Western music, be exposed to a variety of instruments and build on their practical skills. Students will:

- understand the instrument families of the orchestra
- learn about the individual instruments in each instrument family
- be able to identify the musical element timbre
- be able to identify the different ways that instruments are played
- be able to identify instruments aurally
- be able to read staff notation

Learn about the layout and structure of the symphony orchestra.

Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities.

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.

Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco.

Investigate, using real orchestral instruments, different or unusual ways and methods of producing different sounds, timbres and sonorities.

Students make links between popular and classical styles. Students will:

- ⇒ understand what hooks, riffs and ostinatos are, and where they occur in songs, popular music, and music from the Western Classical tradition
- ⇒ be able to perform existing hooks, riffs and ostinatos, and create their own
- ⇒ recognise their own contributions to group performances by taking solo parts
- ⇒ be able to evaluate how purpose can affect the way music is used
- ⇒ be able to draw links between the use of hooks and riffs in popular music and the use of ostinato in other music

• Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. • Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Repeat, Repetition, Repeat Symbol :||, Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff, Ostinato, Treble Clef, Bass Clef

READING SKILLS

Use their hooks and riffs to develop their own compositions, using music technology. • Make links to music from other cultures and traditions that use riff and ostinato-based structures, such as Balinese Gamelan and other World Music.

HALF TERM 2: REGGAE

WHAT

Students develop their composition and arrangement skills and make links between events in history and music through the study of reggae music. Students will:

- ⇒ understand how reggae music developed from other musical styles
- ⇒ be able to sing a part and perform the bass line of a Caribbean song
- ⇒ understand the importance of 'offbeats' in reggae music and perform a rhythmic backing
- ⇒ aurally identify the bass line in reggae music and perform bass lines with support
- ⇒ understand how a riff or hook contributes to the texture of reggae music
- ⇒ create, rehearse, refine and perform an arrangement of a reggae song.

WHY

To recognise the stylistic conventions of Reggae music • How chords contribute to the texture of a song • To recognise the key features of a Reggae bass line • To understand syncopation and how it is used in Reggae music

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Reggae, Mento, Ska, Rock Steady, Rastafarianism, Lyrics, Offbeat, Strong Beats, Weak Beats, Syncopation, Riffs

READING SKILLS

Explore and find out more about Rastafarianism. • Explore songs by more contemporary Reggae bands such as UB40 or explore influences of Reggae on popular music genres of today.

WHAT

WHY

HOW

VOCABULARY

READING SKILLS

Students explore the development of music technology over the past 50 years. Students will:

- ⇒ understand how and why music technology has evolved and its relevance to the music industry
- ⇒ understand how multi-tracking has impacted studio recordings and its influence on new audio creation technology
- ⇒ understand how different structures in music can be constructed using music technology and multi-tracking
- ⇒ be able to navigate through audio creation software and create music using the metronome to guide tempo structure

To understand how multi-tracking has impacted on studio recordings within the context of a classroom setting with the use of an iPad and its influence on new audio creation technology and accessibility.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

Sound Effect, Multi-tracking, Synthesiser, Sampling, Soundtrack, Music Technology

Students will be able to explore different types of notes that relate to digital music and how it has progressed over the last 50 years.

HALF TERM 2: BLUES

WHAT

WHY

HOW

VOCABULARY

READING SKILLS

Students develop their composition and arrangement skills and make links between events in history and music through the study of blues music. Students will:

- ⇒ understand the history of blues music and its origins
- ⇒ understand key features of blues music, instruments typical of the style and key blues music performers
- ⇒ understand the structure of a blues song
- ⇒ understand how bass lines and chords are the harmonic foundation upon which melody is constructed
- ⇒ be able to perform the 3 different parts of the 12 bar blues

Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence. • Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways e.g., as a Walking Bass Line.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords

Explore the subject matter and AAB form of Blues lyrics in a range of Blues and Blues-inspired songs before creating their own Blues lyrics to a given 12-bar Blues melody and chords, perhaps on a given subject matter e.g., Black Lives Matter.

WHAT

Students develop their drama skills from year 7. Students will:

- ⇒ understand the implications and development of the cost of living increase in the UK
- ⇒ be able to work in a group and use drama techniques to develop their own performance
- ⇒ understand the key character types used in soap operas
- ⇒ be able to create well-rehearsed scene
- ⇒ be able to use vocal and physical skills in acting
- ⇒ be an effective audience member, giving feedback where prompted

WHY

Learn about the cost of living through

drama skills and how this has impacted life here in the UK.

- **Develop an understanding of musical jargon and subject specific knowledge.**

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Corspsing, Acting, Script reading, teamwork, Living costs, Inflation.

READING SKILLS

Students will be able to explore different types of scripts with a variety of language from different time periods.

HALF TERM 2: AFRICAN DRUMMING

WHAT

Students develop their composition and arrangement skills and make links between events in history and music through the study of African drumming. Students will:

- ⇒ be able to recognise, perform and create African music with an understanding of musical conventions and processes
- ⇒ explore different rhythmic processes used in African music (cyclic rhythms, polyrhythms, syncopation, and call and response) and apply these to their own composition and performance activities
- ⇒ learn about different African musical instruments and make connections between the sounds and timbres
- ⇒ be able to identify characteristic musical features from a range of African music

WHY

To recognize form and create African music with

an understanding of musical conventions and

processes • To explore different rhythmic

processes used in African music – cyclic

rhythms, polyrhythms, syncopation and call and

response and apply these to own composition

and performance activities

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Djembe Performance Technique: Bass, Tone and Slap Sounds, Improvisation, Textures: Cyclic and Polyrhythms

READING SKILLS

Learn further examples of African songs, chants and spirituals. • Relate music to real festivals such as harvest, Mardi Gras, Passover or Ramadan.

WHAT

WHY

HOW

Students make links between popular styles of dance music, Students will:

- ⇒ Understand how and why dance music developed out of the underground scene.
- ⇒ be able to perform existing melodies from dance music artists.
- ⇒ recognise their own contributions to dance music through active performance in lesson.
- ⇒ be able evaluate performance and be able to act off relevant feedback.
- ⇒ be able to draw links between context and content and make links to other styles and genres of music.

Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them. • Understand how different dance music genres use different time signatures and metres and how these relate to the dance.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Marches, The Baroque Dance Suite, Waltz, Latin Dance: Tango, Irish Jig and Reel, American Line Dance, Disco, Club Dance.

READING SKILLS

Use music technology to create a piece of Disco music, starting off with the “four-on-the-floor” rhythm and adding seventh chords, melody, lyrics etc. Compose a solo melody in the style of an Irish Jig or Reel for an instrument of their choice.

HALF TERM 2: FILM MUSIC

WHAT

WHY

HOW

Students develop their composition and arrangement skills and make links between events in history and music through the study of film music. Students will:

- ⇒ understand how film music is made and how key leitmotifs are performed on an instrument.
- ⇒ be able to make links between the history of film and how the music has developed over time.
- ⇒ understand the importance of technology during the production of films and how with effects the end project of a full length feature film.
- ⇒ aurally identify the key themes in the movie and make links to the music being heard.

How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer’s interpretation of a scene.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, ‘Borrowed’ Music

READING SKILLS

Create a presentation on a film music composer. Pupils can choose a composer and explore the compositional techniques they use – do they favour a particular instrument? Which pieces have they composed? Can pupils create a timeline of works etc.

MUSIC YEAR 9 SPRING

HALF TERM 1: MUSIC FOR GAMES

WHAT

WHY

HOW

ASSESSMENT

VOCABULARY

READING SKILLS

Students explore the development of music technology in games over the past 50 years. Students will:

- ⇒ understand how and why music technology has evolved and its relevance to the game music over the past 5 decades.
- ⇒ understand how relevant sound effects influence games and how they are triggered during live play.
- ⇒ understand how different structures in music can be constructed using music technology.
- ⇒ be able to navigate through audio creation software and create music using the metronome to guide tempo structure.

Understand the various ways in which music is used within a range of computer and video games from different times.

Understand, describe and use common compositional and performance features used in computer and video game music.

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology

Students will be able to explore different types of video games with a variety of games themes from different time periods.

HALF TERM 2: DRAMA/MUSICALS

WHAT

WHY

HOW

ASSESSMENT

VOCABULARY

READING SKILLS

Students develop their knowledge of drama and musicals through a range of theory based and practical tasks. Students will:

- ⇒ understand the history of musicals and how they have developed over time.
- ⇒ understand key features of drama/musicals and understand the structure of different musicals.
- ⇒ understand how key themes are represented through movement in drama.
- ⇒ be able to perform and reflect key themes in drama and musicals.
- ⇒ Develop confidence when performing and explore key skills e.g. projection, focus
- ⇒ Analyse a script and interpret characteristics of the different types of characters within the musical

Understand the key concepts that help define different types of musicals and what makes them unique. Looking at the history of musicals helps broaden the mind and gives students a greater knowledge of the subject.

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

Script, Characters, Corpsing, Freeze Frames, Acting, Teamwork, Book Musical

Students will be able to explore different types of scripts with a variety of language from different time periods.

WHAT

Students develop knowledge of form and structure in music. Students will:

- ⇒ understand the importance of what makes a good song
- ⇒ be able to work in a group and perform a piece of music from a popular artists.
- ⇒ understand the key elements of what makes a good song, good?
- ⇒ be able to perform and reflect on feedback after a performance.
- ⇒ be able to use vocal and physical skills during performance.
- ⇒ be an effective audience member, giving feedback where prompted.

WHY

Understand the different textural and structural elements of a song/popular song. • Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Introduction (intro), Verse(s), Strophic, Link, PreChorus, Chorus, Bridge/Middle 8, Coda (outro)

READING SKILLS

Put together their ideas from exploring riffs, lyrics and melodies into a complete popular song which can be recorded (professionally)

HALF TERM 2: SAMBA

WHAT

Students develop their composition and arrangement skills and make links between events in history and music through the study of Samba. Students will:

- ⇒ be able to recognise, perform and create samba music with an understanding of musical conventions and processes
- ⇒ explore different rhythmic processes used in samba music (cyclic rhythms, polyrhythms, syncopation, and call and response) and apply these to their own composition and performance activities
- ⇒ learn about different samba musical instruments and make connections between the sounds and timbres
- ⇒ be able to identify characteristic musical features from a range of samba music

WHY

Understand how instruments, structures and textures are used in Samba • Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Call and Response, Cyclic Rhythm, Improvisation, Ostinato, Percussion, Polyrhythm, Polyrhythmic Texture

READING SKILLS

Explore how Samba has been used as a Latin American dance in popular TV shows such as “Strictly Come Dancing” and the inter-relation between music and dance steps.